Implementation Year 3: Grades 11 and 12 SPED Teachers[1] with SCD Students					
Student Academic Progress					
Student Academic Progress Data	Category	Point Value	School/Classroom Level Data[2]	Point Value	Point Determination
44 Points (37% of total)	Growth	40	SLO Growth Statement(s)	20	20 points: ≥90% of the students met the SLO 15 points: 80%-89% of the students met the SLO 10 points:60%-79% of the students met the SLO 5 points: <60% of the students met the SLO
			SLO Growth Statement(s)	20	20 points: ≥90% of the students met the SLO 15 points: 80%-89% of the students met the SLO 10 points:60%-79% of the students met the SLO 5 points: <60% of the students met the SLO
	College and Career Ready	4	Graduation Rate	2	2 points: 4 year graduation rate ≥75% 0 points: 4 year graduation rate <75%
			Communication Skills	1	1 point: ≥88% of students are at the "Symbolic Language" and "Emerging Symbolic Language" levels 0 points: <88%
			Receptive Language	1	1 point: ≥87% of students are at the "Independently follows 1-2 step directions" and "Require additional cues" levels 0 points: <87%

Teaching Performance					
Teaching Performance	**Domain**	**Point Value**	**Leadership Standards**	**Point Value**	**Point Determination**
66 Points (55% of total)	Planning and preparation	18	1a. Demonstrating Knowledge of Content and Pedagogy	3	3 points: Distinguished 2 points: Proficient 1 point: Basic 0 points: Unsatisfactory
			1b. Demonstrating Knowledge of Students	3	
			1c. Setting Instructional Outcomes	3	
			1d. Demonstrating Knowledge of Resources	3	
			1e. Designing Coherent Instruction	3	
			1f. Designing Student Assessments	3	
	The Classroom Environment	15	2a. Creating an Environment of Respect and Rapport	3	
			2b. Establishing a Culture for Learning	3	
			2c. Managing Classroom Procedures	3	
			2d. Managing Student Behavior	3	
			2e. Organizing Physical Space	3	
	Instruction	15	3a. Communicating With Students	3	
			3b. Using Questioning and Discussion Techniques	3	
			3c. Engaging Students in Learning	3	
			3d. Using Assessment in Instruction	3	
			3e. Demonstrating Flexibility and Responsiveness	3	
	Professional Responsibilities	18	4a. Reflecting on Teaching	3	
			4b. Maintaining Accurate Records	3	
			4c. Communicating With Families	3	
			4d. Participating in a Professional Community	3	
			4e. Growing and Developing Professionally	3	
			4f. Showing Professionalism	3	

Surveys

Surveys	Category	Point Value	Survey Source	Point Value	Point Determination
10 Points (8% of total)	Survey	10	Parent Survey (School level)	5	5 points: ≥78% of the parent survey mean scores were a 3 or above 3 points: 41%-77% of parent survey mean scores were a 3 or above 0 points: <41% of parent survey mean scores were a 3 or above
			Self-Review	1	1 point: Teacher completed self-review 0 points: Teacher did not complete self-review
			Peer Review	4	4 points: the average of the peer review mean scores was a 3 or above 2 points: the average of the peer review mean scores was 2-2.99 0 points: the average of the peer review mean scores was < 2

Summative Score of the Three Components

Point Value	Point Determination
120	120-108 points: Highly Effective 107-85 points: Effective 84-60 points: Developing <60 points: Ineffective
2	Bonus Points[3]

Note: 1.The information being provided in the rating table is part of a teacher evaluation system and has not yet been validated. ADE recommends that LEAs do not wholly rely on the information provided in these tables when designating summative teacher classifications as part of the evaluation process, without piloting the rating system first.

2. Data are aggregated for each teacher. If a teacher has multiple classrooms or grades, data from those classrooms are combined for the aggregation.

3. In order to encourage more inclusive and collaborative practices within general education settings, special education and general education teachers who collaborate to close the achievement gap between the students with IEPs and general education students will receive 2 bonus points in the final calculation.